



Al-Falah Islamic School

# CODE OF CONDUCT

**2023**

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## Introduction

At Al-Falah Islamic School (AFIS), our foremost aspiration is to empower our students to depart as confident individuals who have unlocked their fullest potential. We are dedicated to nurturing a profound sense of pride in their Muslim identity within the diverse tapestry of Canadian society. Through our holistic education, we strive to cultivate not only academic excellence but also the values of responsible citizenship. Our aim is to foster in them the qualities of respect, responsibility, and compassion that shape them into exemplary global ambassadors, equipped to bridge cultures and contribute positively to the world.

The Code of Conduct (the “Code”) reflects this commitment and applies to all students, parents, guardians, volunteers, guests and school staff while they are on school property, school buses or at school authorized events or activities.

## Core Values

**"And We have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with [definite] preference." (Quran, Surah Al-Isra, 17:70)**

Drawing inspiration from the Quranic verse Surah Al-Isra, 17:70, AFIS core values, integrated into our school's culture and curriculum, will help create a nurturing and respectful environment where students can thrive academically, socially, and emotionally.

**Respect:** We treat each other with kindness, empathy, and understanding, fostering a safe and welcoming environment for everyone.

**Responsibility:** We take ownership of our education

and strive to be active participants in our learning journey

**Compassion:** We show care and concern for others, both within our school community and beyond

## Standard of Behaviour

All members of our school community are expected to adhere to the following:

**Safety:** It is imperative to consistently prioritize safety, adhering to school rules, attentively following instructions during annual fire drills and lockdowns, and promptly reporting any safety concerns.

**Integrity:** Be honest and truthful in their interactions. Plagiarism, cheating, or any form of dishonesty will not be tolerated.

**Inclusivity:** Foster an inclusive and welcoming environment. Stand against bullying, discrimination, or any harmful behaviour towards others.

**Personal Space:** Respect others' personal space and belongings. Ask for consent before using someone else's belongings.

**Digital Etiquette:** Practice responsible and respectful behaviour online. Avoid cyberbullying or engaging in inappropriate content.

**Environmental Stewardship:** Help maintain a clean and sustainable school environment. Dispose of waste properly.

## Staff and School Responsibilities:

- Staff should be familiar with the Code and enforce it consistently.
- Provide transparency and accountability in

decision- making processes.

- Set a positive example for students.
- Apply disciplinary actions fairly and impartially, considering each student's individual circumstances.
- Provide support and guidance to students.
- Report any violations of the Code.
- Help mediate conflicts between students and encourage peaceful resolution.
- Create a safe and supportive learning environment that fosters positive behaviour.
- Be vigilant in identifying and addressing instances of bullying or harassment.
- Communicate with parents or guardians regarding their child's behaviour and progress.
- Participate in professional development.
- Continuously assess and improve the effectiveness of the Code and disciplinary procedure.

## Parent Responsibilities:

- Parents should actively support and reinforce the Code.
- Ensure that their child attends school regularly and on time.
- Support their child's academic responsibilities by ensuring completion of homework and assignments in a timely manner.
- Ensure that their child adheres to the school's dress code policies.

- Stay informed about school events, activities, and important dates by regularly checking school communications, newsletters, and online platforms.
- Approach teachers with a respectful and understanding attitude.
- Refrain from personal attacks or disrespectful language.
- Seek a private setting to have a one-on-one conversation with teachers.

## Communication with Teachers

Our top priority is to recognize the vital role our teachers play in our children learning experience. It is expected that teachers are respected with dignity, positive behaviour, and respectful tone. Any form of disrespect will not be tolerated, and appropriate measures will be taken.

Our goal is to create a collaborative environment that supports both students and teachers in achieving academic and personal growth.

## Bullying or Harassment

We have zero tolerance for bullying or harassment. Bullying or harassment of any kind are contrary to AFIS core principles. Anyone facing bullying, or harassment or who witnesses this behaviour by another student, parent, guardian, or teacher must report the behaviour to the Principal.

## Student Behaviour Management Plan

### Guiding Principles

- A. Disciplinary measures will be applied equitably, without discrimination or bias, considering individual

circumstances and context.

- B. We strive to maintain consistent disciplinary procedures to ensure that all students understand the expectations and consequences of their actions.
- C. Disciplinary measures will be appropriate for the age and developmental stage of the student involved.
- D. The primary objective of discipline is to teach students the importance of responsible behaviour and help them learn from their mistakes.
- E. Our disciplinary process is based upon four levels of infractions as listed below.

### Level One Infractions May Include

- Teasing or derogatory remarks
- Inappropriate behaviour or clothing
- Pushing or running in corridors
- Non-compliance
- Profane language or gesture
- Disrespecting one's personal space

### Level One Action Taken in Case of an Infraction

- Students may receive a verbal warning to correct their behaviour and understand the consequences of further misconduct
- Students may temporarily lose certain privileges, such as participating in extracurricular activities or using school facilities.
- In-school detention may be assigned to allow students time to reflect on their behaviour.
- Students may be required to make amends for their actions by taking responsibility for any harm caused

and participating in restorative practices.

- **Restorative practices** in a school setting are a proactive and responsive approach to addressing conflicts, harm, and disciplinary issues. These practices prioritize repairing relationships, fostering accountability, and building a positive school community. When it comes to addressing various forms of damage, such as verbal harm, damage to the school environment, or harm to the community, restorative practices will be introduced with a structured framework for resolution.

### Level Two Infractions May Include

- Repeated level one infractions
- Defacing school property
- Cheating or plagiarism
- Racial or cultural slurs
- Harassing or bullying behaviours

### Level Two Action Taken in Case of an Infraction

- Level one actions
- Behaviour contracts or plans
- Parent-Teacher intervention plans
- In-school counseling

### Level Three Infractions May Include

- Repeated level two infractions
- Deliberate inappropriate internet sites and (or) print material
- Theft
- Indecent behaviour or conversation
- Bullying or cyber-bullying



- Physical aggression
- Fighting
- Vandalism
- Serious Threat or intimidation of others

### Level Three Action Taken in Case of an Infraction

- Level two actions
- Possible suspension

### Level Four Infractions May Include

- Repeated Level Three Infractions
- Bringing of a weapon
- Usage of a weapon

### Level Four Action Taken in Case of an Infraction

- Level three actions
- Possible expulsion

### Due Process:

Students subject to disciplinary measures will have the opportunity to share their perspective, and their rights will be respected throughout the disciplinary process.

Investigations will be conducted fairly, and disciplinary actions will be based on credible evidence.

### It Takes a Village

We firmly believe that the collective effort of teachers, parents, staff, and the broader community plays a pivotal role in nurturing each student's growth and success.

Together, we celebrate every achievement, overcome obstacles, and share in the joy of seeing our students

flourish. By embracing the spirit of unity and partnership, we foster a strong foundation for lifelong learning and personal development.

As we continue to work together, we are reminded that education extends beyond the classroom walls. It is a journey that involves compassion, empathy, and a shared commitment to empowering our students to become the best versions of themselves.

We extend our heartfelt appreciation to every member of our village – teachers, parents, staff, and community partners – for your unwavering support and dedication.

## Waivers and Modifications

AFIS Education Committee is ultimately responsible for the Code and the following:

- Any substantive modification of the Code, and
- Waivers of any part of the Code.